

A Study of Study Habits and Academic Achievement among Secondary and Senior Secondary School Students of Mysore City

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ABSTRACT

The authors of this study have attempted to understand whether study habits affect academic achievement among secondary and senior secondary school students of Mysore. It is also attempted to know whether students at secondary level differ from senior secondary level on their study habits. The study was conducted on the sample of 625 students of Mysore City in India using stratified random sampling technique. Results indicated that the study habits facilitate higher academic achievement. Further, it was also found that secondary school students are significantly better than senior secondary students on study habits. The findings are analyzed and explained. Thus, study habit is found to be an important correlate of academic achievement.

Keywords: *Study Habits, Academic Achievement*

Today's world is moving in a speed which was unheard in the past. Everyone wants to excel. Individual's success affects personal and social dimensions of life. In this regard, academic performance is one of the major factors that influence individual's success in any educational setting. It is any body's guess that good habits and skills will help us to promote efficiency in our tasks. In education, proper study habits and skills entail to proficiency as well as high quality of learning (Dehghani & Soltanalgharaei, 2014). Productive study requires conceptualization and intention. It could include some skills such as note-taking, observation, asking question, listening, thinking and presented idea regarding discovering new information. Thus, learner should be interested in learning and must be able to apply needed skills. On the other hand, inefficient study leads to waste of time and learner's energy (Hashemian & Hashemian, 2014). Study habits and skills like other skills can be taught and learnt. Accordingly, educational researches intend to find out effective ways to improve students' study habits, and most suitable age of learners where they can learn those skills.

According to Nagaraju (2004) ultimate goal of education is to present perfection and develop individuality. This final goal of education has aimed to encourage learners in order to comfort

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A Study of Study Habits and Academic Achievement among Secondary and Senior Secondary School Students of Mysore City

with new situations and solving new problems. Some skills facilitate students' learning, such as proper study habits, and it can motivate students to learn efficiently. The link between study habits and academic achievement has strong connection and this variable is one of the most important topics in educational world. Good habits and skills can be developed in early stage of life, like childhood. If students can equip themselves with good habits and skills it facilitates better learning. "Study habit means the habit that an individual might have formed with respect to his learning activities" (as cited in Nagaraju, 2004, p.16)

"The concept of study habit comprises of study attitude, study method and study skill. Attitude towards study has great contribution in academic achievement and good study pattern. Successful students adopt positive attitude towards study and do not waste time or energy". There are different studies which have studied study habits as a correlate of academic achievement. Anwar (2013) conducted a study to investigate the degree of relationship between study habits and academic achievement of senior secondary school students of Lucknow city of U.P. (India) and found that the academic achievement of the students having good and poor study habits differed significantly in favour of those who have good study habits. In 2012, Sharma examined study habit of 250 students in 9th grade high school students with academic achievement and found that good study habit was associated with high level of academic achievement and also boys had better study habit in comparison to girls.

Research indicated that in higher education institutions, academic success will increase by focus on some kind of interventions directed towards learning strategies, study skills, and study behaviors such as time management, using information resources, taking class notes, communicating with teachers, preparing for and taking examinations. Soares, Guisande, Almeida, and Paramo (2009) indicated significant correlation between learning behavior, learning approaches, and academic achievement in higher education (p. 205).

Crede and Kuncel (2008) concluded to establish effective study, students require study skills, motivation, study habits, and study attitude. According to Ch (2006), a central feature of effective study habits is that good habits can influence performance of students to do better in academic tasks. Study habits may determine efficient or inefficient methods (p. 37). Several studies reported positive and significant relationship between study habits and academic success (National Assessment of Educational Progress (Ch, 2006, p. 38).

It is worthwhile to note and underscore that one of the reasons of underachievement as reported by students is lack of proper methods of study" (p. 450). Therefore, conducting counseling course helps student to perform efficiently in academic activities. Even at the college level, students with high levels of overall academic achievement tend to have more effective study habits than do low-achieving students with respect to study techniques, time management and attitudes towards learning as reported by Bailey and Ouwuegbuzie (2002, p. 464).

A Study of Study Habits and Academic Achievement among Secondary and Senior Secondary School Students of Mysore City

Light and Alexakos (1970) suggested that counseling on improvement of students' study habits will affect students' grades in English, and their ratings by the teachers of English, science, and social studies. While, Robyak (1978) carried out a study and found that male and female students could be successfully differentiated on the basis of a combination of study skills knowledge, study skills usage, adjustment problems, and academic scores. Interestingly, in 1970, Yotkey defined two factors of study habits: (1) attitudes and (2) skills needed for effective study. His study results indicated that study skills like other skills will improve by instruction and practice.

In the above backdrop, the present researchers have studied how study habit is influencing academic achievement among secondary and senior secondary school students of Mysore city. The following two research questions have guided the present study.

Research Questions:

- 1- Does study habit affect academic achievement among students covering secondary and senior secondary schools?
- 2- Whether students of secondary and senior secondary schools differ on study habits?

In order to answer the above two research questions, the following two objectives have been developed in achievable terms.

OBJECTIVES

- 1- To study whether Study Habits affect Academic Achievement among students covering Secondary and Senior secondary schools.
- 2- To study whether students of Secondary and Senior Secondary Schools differ significantly on Study Habits Level.

In order to achieve the above two objectives, the following hypotheses are generated to be tested.

Hypotheses

- 1- Study Habits positively affect Academic Achievement among students of Secondary and Senior secondary schools.
- 2- There is no significant difference between the students of Secondary and Senior Secondary schools students on Study Habits Level.

METHODOLOGY

The researchers have used the descriptive survey method and conducted the study. The population of the study comprised Secondary and Senior Secondary school students of Mysore City, who are studying in English Medium, in Government and Private High Schools and Pre University Colleges during academic year of 2015-2116. The sample of the study has been

A Study of Study Habits and Academic Achievement among Secondary and Senior Secondary School Students of Mysore City

drawn by using stratified random sampling method. The final sample of this study comprised 625 students studying in English Medium institutions, covering Government and Private High Schools and Pre University Colleges during the academic year 2015-2016. Further, the students who have enrolled in classes 9th, 10th, 11th and 12th were selected for this study. In order to assess the study habits, the Study Habits and Attitudes Scale developed by C.P. Mathur, (2002) was used. The academic achievement of students considered in the present study was the percentage of marks obtained by the students in the previous annual term examination.

RESULTS AND DISCUSSIONS

The results of the study are discussed hypothesis wise as follows.

H1: Study Habit positively affects Academic Achievement among students of Secondary and Senior secondary schools

Based on the results of the study habits, all students of secondary and senior secondary schools were identified and tabulated, which yielded the following.

Table 1, Frequency & percentage of students of secondary and senior secondary on different levels of Study Habits

	Poor	Average	High	Total
Frequency	169	444	12	625
Percentage	27	71	1.9	100

An analysis of the Table 1 indicates that out of the entire sample of 625 students, there are 169 of them (27%) who are poor on study habits, while, there are 444 of them (71%) who are average on study habits and there are 12 students (1.9%) who are high on study habits. It indicates that the big portion of students (71%) is average on study habits, while a very small percentage of them are good in their study habits. Around slightly more than a quarter of them are poor on their study habits. This imbalance needs to be covered and all learners must be enabled to develop good study habits. However, as a next step, the academic achievement scores students who are on different levels of study habits were calculated and tabulated which is presented below.

Table 2, Academic achievement of students covering secondary and senior secondary levels who are on different levels of study habits

	N	Mean	Std. Deviation	Std. Error	Min	Max
Poor	169	72.83	12.418	.955	40	96
Average	444	76.34	13.966	.663	35	98
High	12	82.25	12.248	3.536	52	95
Total	625	75.51	13.636	.545	35	98

A Study of Study Habits and Academic Achievement among Secondary and Senior Secondary School Students of Mysore City

An analysis of the Table 2 indicates that those students who were high on study habits were also high on academic achievement, ($M=82.25$) and those who were poor in study habits were also low on their academic achievement ($M=72.83$). In order to study whether the above three groups of study habits differ significantly on their academic achievement, the obtained scores were subjected to one- way ANOVA, which yielded the following.

Table 3, Significance of the difference among students of secondary and senior secondary levels on their academic achievement, who are on three levels of study habits using ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2061.474	2	1030.737	5.626	.00
Within Groups	113960.343	622	183.216		
Total	116021.817	624			

An analysis of the Table 3 indicates that the obtained $F(2, 622) = 5.626$, $p = 0.00$, $\alpha = 0.01$, is significant, and indicating that students with different levels of study habits have differed statistically significantly on their academic achievement. Hence, the null hypothesis is rejected. It means the three groups of study habits differed significantly on their academic achievement. Since the obtained F ratio is significant, there is a need to see which of the three groups differ significantly. Hence, the post hoc comparisons are carried out which yielded the following.

Table 4, Intergroup differences of three levels of study habits on their academic achievement using Tukey HSD

(I) Study Habit Level	(J) Study Habit Level	Mean Difference (I-J)	Std. Error	Sig.
Poor	Average	-3.506	1.223	.01**
	High	-9.416	4.044	.05*
Average	Poor	3.506	1.223	.01**
	High	-5.909	3.960	.29NS
High	Poor	9.416	4.044	.05*
	Average	5.909	3.960	.29 NS

** Significant at 0.01, * Significant at 0.05 level, NS Not significant

An analysis of Table 4 indicates that there is difference between Poor and Average students regarding academic achievement ($p = 0.01 < \alpha = 0.01$). There is no significant difference between High and Average students, while, the High and Poor students differ significantly on their academic achievement ($p\text{-value} > \alpha = 0.05$).

A Study of Study Habits and Academic Achievement among Secondary and Senior Secondary School Students of Mysore City

It means the poor study habits group is significantly very poor on their academic achievement, as compared to average and high groups. While the difference between the average level of study habit and that of high study habit groups do not differ significantly. It means, their differences are just by chance and they are not significantly different on their academic achievement. While, the poor study habits group differs significantly from the high study habits group on their academic achievement. It means, as the study habits levels goes up, academic achievement levels also goes up, --- except for the present study results that the average and high study habits groups are more or less the same on their academic achievement levels---. Therefore, study habit is found to positively affect academic achievement among secondary and senior secondary school students.

There are a number of studies which support the present research finding, which includes the following. Advokat, Lane, & Luo (2011); Aluja-Fabregat & Blanch (2004); Allen, Lerner, & Hinrichsen (1972); Andreou, Papastavrou, & Merkouris (2014); Blumner & Richards (1997); Brown (1941); BFN et al., (1992); Chahbazi (1957); Deb & Grewal (1990); Desiderato & Koskinen (1969); Ergene (2011); Freeman & Morss (1993); Langer & Neal (1987); Laguador (2013); Lin & McKeachie (1970); Munji (1998); Nuthana & V Yenagi (2010); Ogunmakin (2001); Ossai (2012); Oluwatimilehin & Owoyele (2012); Putman Jr (1961); and Singh (2011). The second hypothesis of the study is as follows.

H2: There is no significant difference between the students of Secondary and Senior Secondary schools on Study Habits.

In order to test the above hypothesis, the secondary school students and senior school students who are on different levels of study habits were identified and tabulated, which yielded the following.

Table 5, Study Habits Scores of Secondary and Senior Secondary School Students

Groups	N	Mean	Median	Mode	SD	Min	Max
Secondary school Students	375	37.39	38	41	6.454	6	56
Senior Secondary school Students	250	34.44	35	32	6.843	13	51
Total	625						

An analysis of Table 5 indicates that the mean score of Secondary students is 37.39, while the mean scores of senior secondary students is 34.44. It means, secondary students are better than the senior secondary school students on their study habits. The range or the spread of scores of secondary students is wider than the senior secondary students. The mode of secondary school students is also higher than senior secondary school students. While, in terms of the standard deviation of secondary school students is relatively less meaning they are more homogeneous compared to senior secondary school students. In order to see whether the obtained mean

A Study of Study Habits and Academic Achievement among Secondary and Senior Secondary School Students of Mysore City

difference is statistically significant, the mean scores were subjected to t test, which yielded the following.

Table 6, Significance of the difference between the mean scores on Study Habits of Secondary and Senior Secondary School Students

Groups	N	Mean	SD	SEM	df	t	Sig. (2-tailed)
Secondary school Students	375	37.39	6.454	.150	623	5.48	.000 **
Senior Secondary school Students	250	34.44	6.843	.433			

An analysis of the Table 6 shows that the obtained t is 5.48, $P = 0.000$, $\alpha = .01$, which indicates that the secondary and senior secondary school students differ statistically significantly at 0.01 level on study habits. Therefore, the null hypothesis is rejected. Since the mean scores of secondary school students are greater than the senior secondary school students, it indicates that secondary school students and senior secondary school students differ significantly in favour of the secondary school students. It means the study habits of secondary school students are statistically significantly better than the senior secondary school students. It could be because; the secondary school students are still under the control of parents and direct supervision of teachers as they are studying in lower classes than the senior secondary school students, as they are considered junior college students in Karnataka. So as grown up/ growing up students, perhaps they become more independent in their outlook and parents also restrict them much less than the secondary students. There is an element of freedom and reduced control over these children. It reflects the influence of parental control at different stages of development among students of Mysore. Theoretically, one can easily accept the above position. Secondly, secondary stage is also considered as most crucial level in deciding the future course of studies and hence there is a tendency to give more importance to secondary level than senior secondary level.

CONCLUSIONS AND IMPLICATIONS

The above discussions of the obtained results of the study lead to the following conclusions.

- (1) Study habits influence academic achievement among students who belong to secondary and senior secondary levels. Higher the study habits better is the academic achievement. Thus, study habit is an important correlate of academic achievement among students. It implies that in the interest of the students, schools and parents must pay attention to the study habits of learners. Teachers have a role in guiding students to understand and develop in them the desirable study habits, while parents have a responsibility in understanding the significance of good study habits and monitor their children towards that. A synergy among school, parents and students would be ideal.

A Study of Study Habits and Academic Achievement among Secondary and Senior Secondary School Students of Mysore City

(2) The study also found that there are significant differences between secondary and senior secondary students on their study habit levels in favour of the secondary school students. Therefore, it can be concluded that secondary school students are better than senior secondary school students on their study habits. It implies that as the students move from secondary level to senior secondary level, they tend to show lesser attention of study habits or their approach towards studies change. As this changed involvement is detrimental to learning, they need to be guided to be focused in order to achieve well. The seriousness must not be lost. Both the teachers and parents have an important role to play here. Thus, there are variations in study habits as students move from secondary to senior secondary level. Therefore, the guidance and direction for senior secondary students should also continue in order to facilitate them achieving better.

(3) Study habits are an important correlate of academic achievement, which should be given importance by teachers as well as parents at both the secondary and senior secondary levels.

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A Study of Study Habits and Academic Achievement among Secondary and Senior Secondary School Students of Mysore City

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A Study of Study Habits and Academic Achievement among Secondary and Senior Secondary School Students of Mysore City

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